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ABSTRACT

Part of the principal's responsibility is the formal evaluation of professional personnel. It has been ascertained this process is threatening to the staff because of the association between evaluation and employment. To decrease the threat the evaluative instrument has been simplified. The administration attempts to create a positive atmosphere by using the evaluation as an opportunity to comment favorably. Deficiencies needing improvement are noted but not emphasized. Improvement in deficiencies previously noted receives significant attention. Evaluative validity is dependent upon: (1) the establishment of sound objectives; (2) adequate communication; and (3) frequent contact with teachers. The establishment of and communication of objectives and standards can scarcely be left to chance. The principal must seek feedback and be prepared to provide additional input and guidance. This process of evaluating teachers is seriously deficient in scientific approach. The author is aware that a more precise evaluation could be obtained by evaluation on the basis of student performance measured by standardized tests. Yet no standardized tests can measure the important factors of attitude and adjustment to life. (Author/KM)

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Abstract from a presentation at the NASSP convention in Dallas, Texas February 6, 1973 by Charles F. Duff, Principal Walker-Grant Middle School Fredericksburg, Virginia

Evaluation of Professional Personnel

Part of the principal's responsibility is the formal evaluation of professional personnel. It has been ascertained this process is threatening to the staff because of the association between evaluation and employment.

To decrease the threat the evaluative instrument has been simplified. The administration attempts to create a positive atmosphere by using the evaluation as an opportunity to comment favorably. Deficiencies needing improvement are noted but not emphasized. Improvement in deficiencies previously noted receives significant attention.

Evaluation is purely subjective. Criteria, other than minimums established by law and accrediting agencies, rest with conceptions of the principal.

Evaluative validity is dependent upon 1.the establishment of sound objectives, 2.adequate communication, and 3.frequent contact with teachers. The establishment of and communication of objectives and standards can scarcely be left to chance. The principal must seek feed-back and be prepared to provide additional input and guidance.

This process of evaluating teachers is seriously deficient in scientific approach. The author is aware that a more precise evaluation could be obtained by evaluation on the basis of student performance measured by standardized tests. In this school, however, academic performance is but one objective. No standardized tests can measure the important factors of attitude and adjustment to life.

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Walker-Grant Middle School
Fredericksburg, Virginia 22401

February, 1973

Statement of the Philosophy Underlying the Evaluation of Educational Personnel in the Walker-Grant Middle School

Part of the principal's responsibility is the formal evaluation of the educational personnel assigned to this school. This formality is required at the end of the first semester and near the end of the second semester. It has been ascertained through discussions with the faculty that this process is threating to members of the staff. It is supposed that a similar process is required in most schools throughout this nation. It is also assumed that the threat associated with formal evaluation in the Walker-Grant Middle School is more or less universal. This threat is most probably due to the association with evaluation and employment.

In an effort to decrease the threat of formal evaluation the evaluation form itself has been transformed from a lengthy check-list to a much simpler document. Whereas before the teacher accepted the principal's evaluation she is now offered the opportunity to counter his evaluative statements with written appraisals of her performance and the general teaching situation.

Every effort has been made by the administration of Walker-Grant to make the evaluation a positive experience. Comments favorable to the teacher and supportive of his efforts are offered whenever possible. If there are deficiencies in the teacher or in his professional performance such are noted along with comments as to any efforts which have been initiated by either the teacher or administration to correct the problem noted.

In addition to the formal evaluations required by the Board of Education a far more involved and important evaluation process continually takes place within this school. This informal evaluation of the teaching personnel began with the initial contact between the principal and teacher. It will of necessity continue as long as the principal and teacher remain within this school. This is the culmination of the principal's impressions and observations of the teacher. This level of evaluation is seldom reduced to concrete statements; it remains a vital factor despite this fact.

The criteria for the evaluation of teacher performance has sometimes been based upon the achievement of students as determined by scores on standardized achievement tests. The evaluation by such criteria has not been attempted within this school. Rather the criteria for the evaluation of teacher personnel has been that established by the standards and expectations of the accrediting agencies (State of Virginia, Southern Association of Colleges and Schools), the local Board of Education, the Principal, and hopefully, the teaching staff itself. Admittedly this is far from a scientific approach. What results is nothing more than an opinion by the principal of a teacher's performance.

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In order for any evaluation to have significance there must be a clear understanding between the evaluator and those to be evaluated as to what is considered a nodel performance. The expectations of this Principal and school most certainly differ significantly from othe r schools. It is quite conceivable that a teacher who received a superior rating according to the criteria of Walker-Grant would be less than satisfactory in some other school. For this reason every effort must be made to convey the priorities held by the school and its principal to each member of the teaching staff.

In the case of the Walker-Grant Middle School the establishment of what is desired by the administration and expected by the local Board of Education begins with the initial interview with a prospective teacher. It continues as the teacher is introduced to the teacher he is to replace. The teacher and teacher-replacement are left alone to discuss the job in all of its aspects. Futhermore, the prospective teacher is requested to observe within the school during a normal school day for as long as he wishes.

If applicant desires appointment after this exposure a recommendation is made by the principal to employ or not to employ. The indoctrination to the values held by those who will evaluate this teacher is continued by providing him with copies of Board Policy, Walker-Grant Policy (attached), copies of the self-evaluation form and formal evaluation form (attached) each and all which help him to further establish in his mind what is expected of him as a teacher in this school. Other correspondence such as the three attached letters to the teachers further help him identify priorities peculiar to and important within the school. Finally,when he arrives in the fall to fill his position he is assigned to a team partner or partners who will work with him throughout the year. The influence and guidance of these experienced teachers reinforce all that has already taken place. Further reinforcement is provided by frequent classroom visits and informal discussions between teacher and teacher and the teacher and principal. These processes continue throughout the year.

The overall purpose of all of this - in case it has escaped the reader - is to prevent the teacher from surprises when evaluation is formalized. More importantly, the establishment of values by the principal has hopefully provided the teacher with guidelines and direction for growth. Inherent throughout this paper should be the fact that all of this is useless professionally unless the principal et. al. has sound educational concepts which will indeed result in effective instruction.

WALKER-GRANT MIDDLE SCHOOL
Fredericksburg, Va.

August, 1972

To: Walker-Grant Faculty

From: Office of the Principal

R.E. School Policies

1. Teachers will not lend money to students for any reason without prior approval from the principal in each individual case.

2. Teachers will not provide transportation to and from school for any student unless a permission-to-ride form has been obtained from the office, filled in by the parent, and returned to the office for filing.

3. Teachers will lock their automobiles upon arriving at school.

4. It is recommended to give homework over the weekend; however, teachers may do so at their own discretion.

5. Assignments to be completed by students during school holidays are prohibited. All effort should be made to complete instructional units prior to the holiday.

6. Other than normal maintenance such as sweeping and dusting each teacher shall be responsible for housekeeping in his room. He will be expected to provide an orderly well-kept room at all times.

7. The cafeteria is the only place where students will be allowed to eat food and consume drinks other than water from the fountain.

8. Students are not allowed to have chewing gum, candy, or tobacco on the Walker-Grant campus.

9. Rental textbooks are to be covered at all times. It will be the responsibility of the classroom teacher to see that the students in his class follow this requirement.

10. In filing reports during the year please follow this procedure:
    A. List student's last names first.
    B. List boys in a group; list girls in a group.(As in the Register)

11. Teachers who plan to take students on field trips will follow this procedure:
    A. Obtain a "Request for Field Trip" form from the office.
    B. Complete this form and submit it to the principal at least two weeks prior to the date of the trip.
    C. If the trip is approved distribute, collect, and file with the office individual permission forms for students to make the trip.

12. No student is to be allowed in the halls during classes without written permission or the standard wooden hall passes, two of which have been provided each teacher.

13. Faculty meetings shall be scheduled for Monday afternoon at 3:20 P.M. All faculty members shall be expected to attend on time. No faculty member will be excused unless he has personally seen the principal to obtain permission for his absence. If excused he will present a statement from another faculty member stating that he will be personally responsible for relaying all business considered in the faculty meeting to the absent member. Roll call will be taken in each faculty meeting.

14. Teachers will be required to attend in-service meetings from time-to-time during this school year. Every effort will be made to make these meetings interesting and brief. When an in-service meeting is scheduled no teacher will be excused from attending without personally seeing the principal to explain why he cannot attend.

15. Teachers who are scheduled to teach five class sections will be excused from all other school duties. Preference will be given these faculty members whenever possible.

16. Duty roster for cafeteria duty will be posted in the office. It will be the teachers' responsibility to check this in order that he will know when his turn is due.

17. Discipline of students is everyone's responsibility. The nature of public schools is such, however, that the bulk of discipline must rest with the classroom teacher. He will be primarily responsible for establishing a climate in his room that affords him an opportunity to teach and the children an opportunity to learn. The administration will assist the teacher in any way possible to accomplish this necessary condition.

18. The assistant principal shall be accorded all the respect normally expected by the principal. In no way shall he be regarded as less than the principal when he acts on his own.

19. It shall be the official policy of this school that every effort shall be made to make the children who attend this school the most important factor here. It is hoped that any observer who might visit Walker-Grant Middle School will be aware immediately that here the children come first.

20. No teacher is to leave students in his room for more than five minutes without direct adult supervision. Furthermore, no teacher is to assign students to work (or play) anywhere on the school campus without direct adult supervision (i.e. in the auditorium).

21. When it becomes necessary for a teacher to refer a student to the office for disciplinary reasons the teacher should either accompany the student to the office or should send a detailed report of the student's misbehavior. If possible the teacher should accompany the student in order for the administration to learn the entire story as to what occurred.

22. The teachers' day begins at 8:20 A.M. and runs until 3:30 P.M. Teachers will be excused to leave the school grounds only by the principal or assistant principal. Excuses will be given only for emergencies. If a teacher leaves the building during the school day, he is to sign out on the form provided in the office. Teachers have been provided with nonscheduled time in order that they can better teach the children who attend this school and for no other purpose.

23. Visitors are allowed on the campus only with approval from the administration. Strangers who are not accompanied by a school official or who cannot provide written permission from the school officials should be reported to the office. Should the teacher have any questions about whether strangers are authorized or not they should notify the office immediately that there are possibly unauthorized persons on campus. Visitors are provided with a bright orange pass.

24. Teachers shall leave their room keys in the mail boxes each day prior to 4:00 P.M. Teachers who wish to work later than 4:00 P.M. must notify the office. Teachers who wish to work in the school on weekends must request keys in writing to enter the building and their rooms.

25. The assigned test days for the 8th grade are:
    Tuesday - Math - French - Industrial Arts
    Thursday - Social Studies - English
    Friday - Science - Physical Education

26. Teachers should stand in the halls during class changes.

27. Students are to go to their lockers only before school, before and after lunch, and at the end of the day. They are NOT to go to lockers between classes. A student may use no locker other than the one assigned to him.

28. Students may not enter the building prior to 8:35 A.M. in the morning unless under direct supervision of a teacher. Students who are in the building without permission should be asked to leave the building. Students should leave the building by 3:20 unless involved in some supervised extracurricular activity.

EVERYONE MUST ENFORCE THESE RULES AT ALL TIMES

Walker-Grant Middle School
Fredericksburg, Va.

Six Weeks: (Circle Correct One) 1 2 3 4 5 6

_____
Teacher's Name

Teacher's Self Evaluation Form: Please answer all questions in detail. Attach additional sheets if needed. This form is to be completed individually by each teacher and will be treated confidentially.

1. What benefits - both direct and indirect - did you derive from visiting classrooms other than your own during the past six weeks?

2. What benefits did you derive from taping and analyzing your teaching during the past six weeks?

3. What materials would have helped you do a better job in your classroom during the past six weeks? Have you located and denoted a source for these materials? (Yes - No)

4. What monetary needs did you encounter during the past six weeks?(Include teaching materials if pertinent.)

5. What instructional problems did you encounter during the past six weeks that were beyond your ability to solve under existing circumstances?

6. What outside resources were employed by you in instruction during the past six weeks? (Include people, places, and things not normally employed in your classroom.)

7. Describe in sufficient detail to allow duplication by another teacher in a school other than Walker-Grant any instructional experiments which you attempted during the past six weeks.

8. Evaluate the results for your experimental efforts. (Treat each experiment separately.)

9. How well do you feel you met the instructional goals planned by you during the past six weeks?

10. (7th Grade Teachers Only) What have been the effects upon you personally of working in a team-teaching situation?

Guidelines for Teachers New to Walker-Grant

1. Adequate preparation is the key to successful teaching. With a teacher new to a school it is a matter of survival that he must know where he is going and how he plans to get there.

2. Begin by planning a rough outline for the first six weeks. Then concentrate on specific plans for the first week - especially for the first two or three days.

   A. Overplan! Include two weeks material in the plans for the first week.

   B. Make any assignments open-ended enough to allow for differences in the ability and dilligence of the students.

   C. Every effort should be made to prepare material for these opening assignments which can provide a measure of success for any student who attempts the assignment.

   D. Paramount in your early assignments should be an effort to learn as much as possible about your students. Remember - the view of this school is that the students within a class determine the curriculum and not a text-book author.

3. Make your room as attractive as possible. It is a direct reflection of you. Share your interests with the students. They are as eager to know you as a person as you are to know them. An experienced school person can view a teacher's room and make an amazingly accurate judgement as to the teaching and learning taking place in that room.

4. Sometime during the early days in your classes develop the rules and procedures you expect students to live with. It is usually wise policy to allow students to discuss these rules. In many cases the students will disagree with some of your rules. By allowing them to express their opinions you set a pattern which will prove to be more comfortable for both you and the students in the long run. Be prepared to support your rules with sound logical argument. In other words, don't make a rule you cannot enforce!

5. Attempt to work out your early discipline problems yourself. Always let the student meet with you in private (the hallway, for example) and give him a chance to explain his actions. Then explain your reasons for being offended again. If your efforts do not find success - bring him to me or to Mr. Conyers. The three of us will try to work out the student's problem.

WALKER-GRANT MIDDLE SCHOOL
Fredericksburg, Virginia

August, 1972

Dear Teachers:

A mirror is a wonderful device. Few of us would want to live without having the services of one. I am sure that unlike the legendary Narcissus none of us wish to devote our lives to enjoying our own image. (Have you never looked into a mirror and been upset by the image you viewed?)

Modern devices have afforded us opportunities to view ourselves in new ways. The camera, television, motion pictures, and tape recorders are all examples of what I mean.

Few of us are unaffected by the immediate presence of such devices. We have all seen the effects upon the public of having the T.V camera span the audience of a sporting event. Most of us speak more slowly and with better elocution when there is a microphone before us. And there is probably no one among us who has not grimaced upon viewing photographs which do not show us as we think we look.

Teacher-training institutions have recently started to employ many of the devices named above. Realizing that each person sees and hears himself quite differently from the way others see and hear him the colleges have reverted to recording the student on T.V. and tape recorders. Thus the student can see and hear himself as others see and hear him. Results of these experiments have been reported in the professional literature. You have most probably read of this practice.

Mr. Conyers and I have discussed the advantages to be gained from having each of you preserved electronically. In many cases the results would be excellent models of "How to Teach in Public School". Other excellent teachers, for one reason or another, would not tape as well. Most importantly, however, each of us would benefit from viewing himself and his efforts to teach.

Whereas Videotape is not readily available to us here sound tape recorders exist in sufficient number to make possible an experiment in auto analysis. The experiment, as we have conceived it, is as follows:

Each teacher will tape some parts of his instruction during each six week period. The total tape should be at least thirty minutes long. The tape should consist of at least two sessions in excess of fifteen minutes and should include at least two

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Each teacher will tape some parts of his instruction during each six week period. The total tape should be at least thirty minutes long. The tape should consist of at least two sessions in excess of fifteen minutes and should include at least two different class sections. The only person required to listen to the tape will be the teacher who creates it.

In analyzing the tape the teacher should consider the following elements:

1. What kind of activity is taking place in the classroom by the teacher?

2. What activities are going on in the classroom by the students?

3. What percentage of time is spent by the student listening? questioning? answering questions? etc.

4. Does it sound like I am accomplishing what I set out to accomplish?

5. How is my behavior affected by the fact that this tape is being made?

Each of you will be asked to comment on the tapes and the effects these tapes have had on your teaching.

Charles

Charles F. Duff, Principal

Walker-Grant Middle School
Fredericksburg, Virginia

Throughout the summer of '72

Dear Teachers;

I have given a great deal of thought to our school and to the direction in which it is moving. I feel a great deal of pride in the staff which has been assembled here. As most of you already know I have a considerable amount of affection for Fredericksburg's middle school children - they truly occupy a large part of my heart. There is no question in my mind that you share that affection. I view my job as largely being one of creating the best situation possible for the children and staff. (I put the children first because that is where they belong - both in your mind and mine.) My thoughts constantly explore in hopes of finding better ways for you to help these children. I continue to ask far more questions than can be satisfactorily answered. I frequently desire results which are perhaps unrealistic. Without hesitation, however, I promise you that I will continue to question and that I will continue to seek Utopia, Nirvana, Heaven, the Perfect Situation. I also promise that I will unhesitatingly ask you to remain a part of this search. I believe such a search has great merit in itself.

Some of you who have become accustomed to me and my random writings probably skipped to the second paragraph automatically. This frequently saves time if what you seek is the answer to, "What the H___ is he going to ask me to do now?". Unfortunately this is'nt that simple. To get what I am getting at will require reading all of this - and even then I am unsure you will perceive my message.

"Accountability. Adequate planning. Realistic objectives. Tests and measurement. Modern trends. Modular scheduling. Team teaching. The extended campus. The discovery approach. Making school relevant. Employing community resources. Graduated staffing."

This list should provide anyone who wishes to employ recent reading in professional journals or a summer program at the University with a measure of security. It is these things - and others - with which I will eventually concern myself here. In the paragraphs which follow I hope to establish some approaches to incorporating these professional concepts into the Middle School. I have dealt with the theoretical concepts adequately, I feel, merely by mentioning them. Hopefully the remainder of this (already too long) dissertation will be neat - and - potatoes, nuts-and-bolts, etc.

Even if you feel reading it will prove worthless - and even if after your reading it you feel you wasted your time, please read it.

Yours for greater educational esoterisin-

The Principal

Random Ramblings on Incorporating Educational Change
(Or - How to excite the faculty without really trying.)

1. The organizational set-up here at the Middle School was designed to afford teachers an opportunity to plan and experiment in hopes of finding a better way. There is inherent responsibility to evoke change and to devote time and thought to change for each teacher. Few people as close to today's youth as teachers in this school will argue that these times and children are the same as the times and children of twenty years ago. Each of us is charged with the responsibility of 1. knowing the children in depth who populate this school, 2. of keeping up with trends and developments within education which are presently taking place, 3. of devoting time and thought to evaluating these trends and developments so that ways can be found to incorporate those which seem pertinent into his program.

2. The Middle School has at its disposal the services of a speech therapist, a school psychologist, a visiting teacher and a home-school coordinator, a director of instruction, a superintendent, a principal and an assistant principal, a school secretary, several teacher aides, a non-professional staff, two guidance counselors, a librarian, and most importantly, thirty teachers. These are the human resources with which you have to work. It is your job to get to know each of them and to devise ways and means to employ them effectively in helping you meet the demands of your personal position within the school. Be careful that you do not allow yourself to stereotype these people, e.g. there might be a time when a janitor could address a class on the heating system in this school, the effects of our furnaces on pollution (notice the ash pile on the North end of the annex.); Mr. Snead is a distinguished scholar of the Bible; Mr. Conyers has a boyhood spent on a Georgia farm during the time of segregation by law. The point is each of these people-like all people-is complex and possesses many skills and talents and knows many things which will enrich your classroom if you will discover and employ them.

3. The basic school day at the Middle School consists of six class periods. So what? If you wish for this to be changed all you need to do is get together and tell us how you want it changed. We will adjust the schedule to best fit your needs. If you want it changed for a day, a week, a month, or a year all you have to do is tell us what you want and we'll work with you. It is easy to explain a lack of innovation by stating that this or that cannot be accomplished in one class period. If you want the children for more than that all you have to do is get with the other teachers and work it out. We have been doing this for years. Assembly programs, field trips, etc. are perfect examples. The six period schedule is not a matter of law. It is not so bound in custom and tradition that it cannot be cahnged.

4. The key to any successful program in the school rests in adequate planning. The initial step must be a clear definition of expected performance by the student. You must be able to answer these questions: what will the student be able to do after experiencing this learning experience? how can I test to determine that the learning has taken

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4. The key to any successful program in the school rests in adequate planning. The initial step must be a clear definition of expected performance by the student. You must be able to answer these questions: what will the student be able to do after experiencing this learning experience? how can I test to determine that the learning has taken place? what will I use as a standard for acceptable performance on the test? If the task to be mastered is vital to further performance and progress planning should also include an alternate plan of action if the required level of performance is not demonstrated by the student. At some time in my past I recall hearing someone criticise the Regents Examination program in New York by stating that the New York teachers were guilty of, "teaching to the test". Such criticism is obviously faulty if the test accurately measures the skills defined as important by the New York Regency Board. It will, I believe, behoove all of us to at least try a little "teaching to the test". If you have never made up a test prior to teaching a unit-then devoting your efforts to making sure that all students can make a passing score on that test-you ought to try doing so.

5. Some of you will honestly believe that you don't have enough time to try experimenting. "Good gracious! I hardly have enough time to teach them every thing they need to know now!" I agree. I also agree that we will never be able to teach them everything they need to know. I furthermore agree that they have certainly not learned what they should have learned prior to getting into your classroom. I wish at this time to apologize on behalf of the teachers who taught these students last year, the year before last, etc. On their behalf, let me assure you that they tried! That they did everything in their combined powers to produce a crop of perfect students. (At this time I might also offer my apologies to the teachers at J. M. for the educational deficiencies

we passed on, J. H. teachers - let me assure you that we tried, too.) Relax. Take a little time. These kids have been banging around in classrooms for seven or eight years now. Certainly a day, a week, a month, and probably even an entire school year will make little difference in their successes or failures as human beings. On the other hand - if we can find some keys to unlock a few of our kids we might turn some in the right direction who presently are not headed that way. What I am trying to say (and you wonder if I'll ever say it) is that your experimenting need not wreck or replace your present program. You can design an experiment to take up as little as half a class period. Furthermore - you might gain some time. The new way might be a better way - a less time consuming way, and even a more exciting way to teach what you feel is important.

6. One experiment some of you have never tried is a field trip with careful planning and preconceived goals for the students to meet. It is not unknown in schools for field trips to be planned to places the teacher herself knows nothing about. I know of some teachers - (not in this school, of course) who plan trips to places they would like to visit. (I suspected Mr. Cralle when he mentioned a possible trip to experiment in measurement at Hugh Hefner's establishment.) Some follow-up activity should be planned into a field trip. Remember - education is changed behavior. How will the student change as a result of this trip? What does he need to experience to undergo this change? How can I be sure he will gain this experience? How can I make sure he actually changed? If the change I desired did not occur what can I do now to invoke that change?

7. A short while ago I rambled about the human resources within the school framework. It would probably have been best if I had talked then about some other people - the citizens who live in this city, state, and nation. There are several million resources available to us at little cost. These resources are the people who live, work, and play close by. Each of these people has something he is interested in. It is a natural quality for people to share these interest. Most do so willingly. These people are not educators, however, and frequently are not even educated. Many fear the school (Do you need for me to explain why?) You, on the other hand, are trained as a teacher. This should mean that you can design and implement a presentation in a fashion which will be understandable and pleasant for the children. Therefore I see it as your responsibility to provide this service for any person you ask for assistance. e.g. Mr. R. owns a great collection of civil war postage stamps. If you wish for him to display these and to talk about them it is your responsibility to figure a way that is safe for his collection and which at the same time affords the students a chance to see them. It is further your responsibility to suggest to Mr. R. whatever information about your study and students you believe will help him prepare an interesting presentation Your professional responsibility goes far beyond asking Mr. R. to visit your class to share his stamps. Place yourself in his situation and you will easily see the problems Mr. R. faces and consequently you

might gain some time. The new way might be a better way - a less time consuming way, and even a more exciting way to teach what you feel is important.

6. One experiment some of you have never tried is a field trip with careful planning and preconceived goals for the students to meet. It is not unknown in schools for field trips to be planned to places the teacher herself knows nothing about. I know of some teachers - (not in this school, of course) who plan trips to places they would like to visit. (I suspected Mr. Cralle when he mentioned a possible trip to experiment in measurement at Hugh Hefner's establishment.) Some follow-up activity should be planned into a field trip. Remember - education is changed behavior. How will the student change as a result of this trip? What does he need to experience to undergo this change? How can I be sure he will gain this experience? How can I make sure he actually changed? If the change I desired did not occur what can I do now to invoke that change?

7. A short while ago I rambled about the human resources within the school framework. It would probably have been best if I had talked then about some otherpeople - the citizens who live in this city, state, and nation. There are several million resources available to us at little cost. These resources are the people who live, work, and play close by. Each of these people has something he is interested in. It is a natural quality for people to share these interest. Most do so willingly. These people are not educators, however, and frequently are not even educated. Many fear the school (Do you need for me to explain why?) You, on the other hand, are trained as a teacher. This should mean that you can design and implement a presentation in a fashion which will be understandable and pleasant for the children. Therefore I see it as your responsibility to provide this service for any person you ask for assistance. e.g. Mr. R. owns a great collection of civil war postage stamps. If you wish for him to display these and to talk about then it is your responsibility to figure a way that is safe for his collection and which at the same time affords the students a chance to see them. It is further your responsibility to suggest to Mr. R. whatever information about your study and students you believe will help him prepare an interesting presentation Your professional responsibility goes far beyond asking Mr. R. to visit your class to share his stamps. Place yourself in his situation and you will easily see the problems Mr. R. faces and consequently you will be able to avoid these problems.

8. Talk about the community leads me to another favorite subject. This school, in my thinking, extends far beyond the classroom. It includes a pretty good sized chunk of land to begin with. Land some of us have never really taken a good look at. We have trees, (a wide variety), birds, insects, cultivated grasses and flowers, second-growth timber and weeds, errosion, and rocks. From the confines of our boundaries one can see air pollution (lots of it), water pollution, and ground pollution. One can see numerous examples of government spending, social problems, private enterprise, poverty, wealth, and so forth. For the most part there is a lot to see outdoors. A lot to talk aboutand a lot to think about. Seeing, talking, and thinking are three pretty basic skills which need attention within our educational program. Take your students outdoors - they will love it.

9. Sometime in the future I foresee an experimental instructional situation here bridging four - or perhaps even six class periods. The situation as I presently envision it will incorporate all of the children and all of the teachers in a grade level. (Perhaps even in both grade levels.) "But that would be just like a self-contained classroom! In fact - it's even more like a one-room school!" That is the point of the experiment. The advantages to be gained from such a situation are many. Answer the following questions: 1. The purpose of school is to prepare students for a meaningful life as adults; (T___) (F___)
2. real-life seldom presents situations which can be classified under one subject area or academic discipline; (T___) F___)

3. it is conceivable that most real-life situations have aspects which lend themselves to each subject area presently comprising the curriculum; (T___) (F___) In my opinion answers to these questions must be marked "True". e.g. a tennis match involves physical education and health. It also involves motion, compression through impact, trajectory, distance, expension of energy (both human and otherwise) which fit into math and science. Research into the materials which comprise the court, racquet, balls, tennis clothing etc. can fit either science or social studies. Answering questions such as where is tennis popular, where and when did it originate, fit social studies. The story of Arthur Ashe - his impact on this sport and conversely, the sport's impact on him - is befitting both social studies and language arts. Certainly there is an appreciable amount of literature centered around this sport to provide material for reading, writing, analyzing, listening, discussion, etc. And tennis, like most of life, can - and has - inspired some people to sing, dance, and make speeches.

10. It is obvious that this experiment will involve much thought and planning by the professional staff here at the Middle School. That, you may recall, was what this paper was all about. If you have forgotten - or for some reason skipped it - please go back and read the first paragraph. (The one numbered 1.) It begins, "The organizational set-up here at the Middle School was designed to afford teachers an opportunity to plan ...".

WALKER-GRANT MIDDLE SCHOOL STATEMENT OF PHILOSOPHY

The purpose of the Walker-Grant Middle School, as seen by the Administration, faculty, parents, and students, is to provide a controlled environment designed to encourage, stimulate, aid, and inspire its students. Through varied processes of instruction, training, investigation, and interaction with the community, we strive to develop the whole student to the fullest extent of his physical, intellectual, social, and moral capabilities.

The middle school years are a transitional period in which educational experiences should be general and exploratory. Therefore, a sequential learning program should be established in order that all new experiences can be built upon such fundamental skills as are brought to the classroom by the individual. Equally important, each student's interests and needs should provide the basis for establishing feasible instructional goals commensurate with his capabilities.

Since education is a process involving active efforts by the learner, the techniques of research and problem-solving should be emphasized in the instructional program. The student learns best by doing, and, consequently, is more likely to recognize similarities between learning and application when instructed in this manner. An atmosphere which encourages freedom of expression, investigation, acceptance of responsibility, decision-making, cooperation with peers, self-control, and a sense of values is essential.

Walker-Grant Middle School should be a flexible institution where students may become responsible, effective citizens, desiring to pursue learning throughout life. They should be able to fit into a democratic society and strive to improve it (whether through academic advancement, creative achievement, or economic participation) as productive members of the community.

WALKER-GRANT MIDDLE SCHOOL STATEMENT OF OBJECTIVES

1. Identify scholastic and emotional needs of students and place them in a program where they can make satisfactory adjustments in order to decrease the number of potential dropouts.

2. Provide flexible grouping.

3. Involve students in successful experiences so that a positive self-concept may result.

4. Provide opportunities for the development of good physical and mental health.

5. Enable students to demonstrate a mastery of basic academic skills.

6. Encourage independent work on higher and more complex levels through classroom use of the methods of inquiry and problem solving.

7. Provide practical problems whereby students may demonstrate an understanding of subject material by being able to apply it to non-academic situations.

8. Use results of standardized and subject area tests, and student questionaires to measure teaching effectiveness and improve instructional methods.

9. Provide a well stocked learning media center including materials of all types for students and teachers.

10. Further an understanding of our democratic form of government through students' use of the SCA; and encourage each student to accept responsibility for his own actions.

11. Develop better home-school community relationships by greater involvement of the adults in the community with school activities.

12. Provide vocational information and guidance.

WHITE—School Board Office
CANARY—Teacher
PINK—Principal

FREDERICKSBURG CITY PUBLIC SCHOOLS TEACHER EVALUATION

Teacher's Name _____ Soc. Sec. No. _____
Last First

School _____ Subject-Grade _____ Date _____

Degrees Held _____ Certificate _____ Date of Expiration _____

Professional Educational Experience:

Total _____
This School _____
This City _____
All other public schools _____

Type of Evaluation:

( ) Regular
( ) Terminal
( ) Other _____

I. **PERSONAL QUALITIES** to include attitude, appearance, character, voice, initiative, emotional stability, dependability.

( ) SATISFACTORY ( ) UNSATISFACTORY
COMMENT:

II. **TEACHING PERFORMANCE** to include planning, organization, methods, subject content, learning environment, pupil relationships.

( ) SATISFACTORY ( ) UNSATISFACTORY
COMMENT:

III. **PROFESSIONAL QUALITIES** to include professional growth, observance of school policies and procedures, professional relationships.

( ) SATISFACTORY ( ) UNSATISFACTORY
COMMENT:

IV. **WRITTEN STATEMENT OF EVALUATION**

( ) I recommend reappointment

( ) I recommend reappointment on probationary status

( ) I do not recommend reappointment

_____ Date _____
Principal

Signature of principal and teacher required. Signature of teacher does not imply agreement with this evaluation, but simply indicates the teacher has seen this evaluation.

I have read this evaluation. _____ Date _____
Teacher

If any teacher and-or principal desires to make additional statements concerning this evaluation, he may do so by writing three copies to be **attached to each copy of this evaluation.** (Please check box if additional statements are attached.)

Record of class visit by princ. or asst. princ.

Walker-Grant Middle School
Fredericksburg, Virginia

_____
Teacher's Name

Lecture_____

Question - Answer_____

Discussion _____

Student Reports_____

Seat Work_____

Film_____

Film Strip_____

Records or Tapes_____

Other_____

_____

_____

_____

High_____ Average____ Low _____

1st_____ 2nd_____ 3rd_____ 4th_____ 5th_____ 6th_____

S_____ O_____ N_____ D_____ J_____ F_____ M_____ A_____ M_____ J_____

Impression of Room _____ Excellent_____ Good_____ Poor_____

Impression of Activity_____ Excellent_____ Good_____ Poor_____

Recommendations _____

_____

_____

Follow-up Conference Yes _____ No_____